PROACTION360: A METHODOLOGY FOR ADDRESSING PROCRASTINATION AND IMPOSTER SYNDROME THROUGH SELF-ASSESSMENT OF PERSONAL RESOURCES

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SUMMARY

ProAction360 is a three-stage intervention methodology that seeks to reduce procrastination and imposter syndrome by identifying and developing personal resources in the Knowledge, Skills, and Tools (CHH) dimensions. The model is based on theories of self-efficacy, self-regulation and meaningful learning. Empirical evidence derived from its pilot application suggests positive effects on self-awareness, action, and overcoming internal blockages. This article presents its structure, theoretical foundations, preliminary results and potential application in coaching processes.

Keywords: coaching, self-assessment, procrastination, imposter syndrome, self-efficacy, personal resources, CHH

INTRODUCTION

Procrastination and imposter syndrome represent two of the main obstacles to personal and professional performance. Both phenomena have been widely studied from cognitive, emotional, and behavioral perspectives (Steel, 2007; Clance & Imes, 1978). However, its practical approach in coaching contexts still lacks structured, evidence-based models. ProAction360 methodology arises as a response to this need, combining self-assessment techniques with a focus on internal resource mobilization.

THEORETICAL FOUNDATION

PROCRASTINATION AND SELF-REGULATION

Procrastination is conceptualized as a failure of self-regulation (Steel, 2007), in which the individual postpones tasks despite knowing their negative consequences. Zimmerman (2000) highlights the importance of self-observation, self-evaluation, and self-reflection as key processes to overcome it.

IMPOSTER SYNDROME

Imposter syndrome involves the misperception of incompetence despite evidence of success (Clance & Imes, 1978). Often, sufferers downplay their achievements, attributing them to external factors. Bandura (1997) points out that a high perception of self-efficacy can counteract these effects.

MEANINGFUL LEARNING AND RESOURCE AWARENESS

The theory of meaningful learning (Ausubel, 1968) emphasizes the importance of connecting new information with previous knowledge, something that ProAction360 achieves by consciously integrating already existing resources into dimensions of the applicant's success.

PROACTION360 METHODOLOGY

STAGE 1: DIFFERENTIAL SELF-ASSESSMENT

The process begins with the selection of a dimension of life where the participant perceives success. This dimension is broken down into three areas and the CHH resources used unconsciously but effectively are identified. Then, a dimension with a low perception of success is analyzed, applying the same approach, which allows us to observe differences in the integration of resources and the associated emotions. This contrast generates a moment of deep learning.

STAGE 2: SMART GOALS

Based on the differential diagnosis, differentiated SMART objectives are established for each pillar (Knowledge, Skills and Tools). Each objective is assigned specific goals and concrete actions.

STAGE 3: ACTION PLAN

A plan is created with review dates, priorities, and milestones. This encourages self-regulation and allows the participant to adjust the process according to their reality, promoting continuous action and self-confidence.

PRELIMINARY RESULTS

Two types of response were identified among the applicants:

1. *Recognition of real shortcomings*: led to action to develop the missing resources, reducing procrastination.
2. *Recognition of resources already present*: it allowed to overcome the impostor syndrome and activate postponed tasks.

DISCUSSION

The findings suggest that the model has a direct impact on the activation of human potential. ProAction360 acts as a metacognitive tool that facilitates self-knowledge and directed action, key elements in transformational coaching processes.

CONCLUSIONS

ProAction360 is presented as a practical, flexible and evidence-based methodology that allows complex psychological phenomena such as procrastination and imposter syndrome to be addressed. Its implementation as a coaching and personal development tool can have a wide impact, particularly in educational, organizational and therapeutic contexts.

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